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ABSTRACT

The booklet briefly describes the Northwest Special Education (NWSE) Project in Burke County, North Dakota, a demonstration program validated by the National Diffusion Network, which provides services for students having specific learning disabilities and provides the classroom teacher with a format to increase teaching effectiveness. Information for the adoption of the NWSE program is also provided. Included in the appendixes are a copy of the NWSE Local Adoption Plan, materials needed for NWSE adoption, NWSE materials cost, and various forms. (DLS)

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NWSE

NORTHWEST SPECIAL EDUCATION

PROJECT OVERVIEW

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NATIONAL DIFFUSION NETWORK PROGRAM

DEVELOPER/DEMONSTRATOR

NORTHWEST SPECIAL EDUCATION

Burke Central School District No. 36

Lignite, North Dakota 58752

Joan Bonsness, Project Director

Joanne Thompson, Clerk/Evaluator

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Preface

INNOVATIVENESS

Although many programs identified as "Learning Disabilities" are currently in operation throughout the country, such programs are not clearly established nor do the models adhere to a consistent organizational or instructional pattern. Since learning disabilities is a relatively new educational concern, it seems imperative that different experimental designs be encouraged and their results critically examined. To this extent, this program warrants national recognition.

Because the program is operated on a cooperative basis involving several small school districts, the approach taken within this program offers a very viable alternative for smaller rural school districts desiring to provide special services to learning disabled children. The program is most definitely an innovative model for the rural districts of North Dakota. It likewise exhibits a model which addresses a need for the smaller districts of the country.

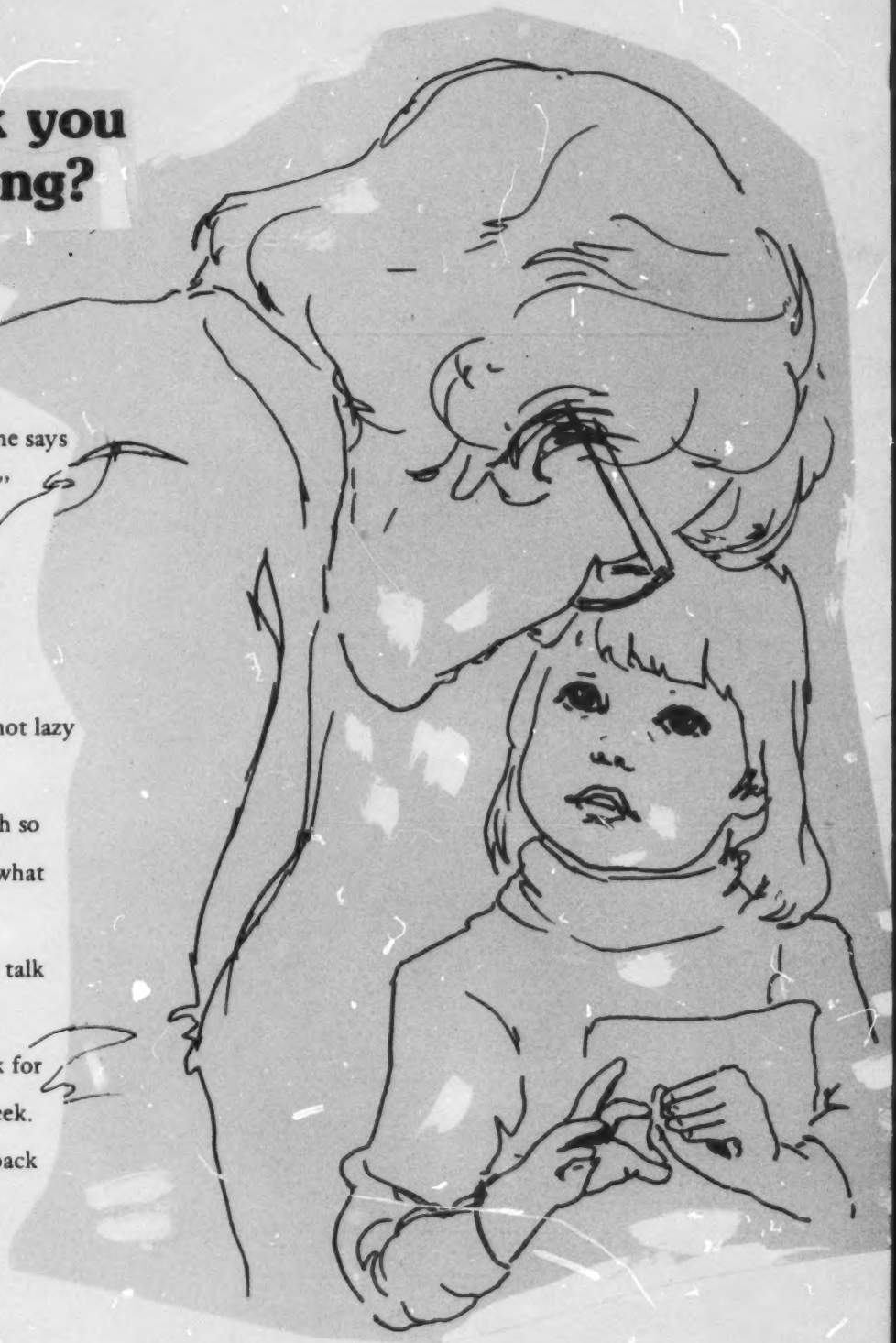
Validation Team, April 30, 1974

Larry R. Vontz, Ed. D.
Lincoln, Nebraska

Thomas A. Jeschke, Ed. D.
Des Moines, Iowa

John M. Drayer, Ed. D.
Aberdeen, South Dakota

What took you so long?



What took you so long?
I hurt –
You help the hurt.
You help me where everyone says
I "shouldn't need help."
(But I know I need it)
You even know how I feel
when I won't admit it.
Why doesn't everyone?
Why don't they know I'm not lazy
or careless?
Why don't they know I wish so
desperately I could do what
the other kids do?
Sometimes I have to hit, or talk
back, or bully.
Tom patted me on the back for
beating up Mark last week.
That's the first pat on the back
I've gotten this year –
Until you came.
What took you so long?

Joan Bonsness

PROJECT OVERVIEW

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Chapter 1

IDENTIFYING INFORMATION:

Project Title: Northwest Special Education (NWSE)

Descriptors: Specific Learning Disabilities (SLD)*; Teacher Education; Regular Class Placement.

*Defined by the Bureau of Education for the Handicapped, U.S. Office of Education, Public Law 91-230, April 13, 1970.

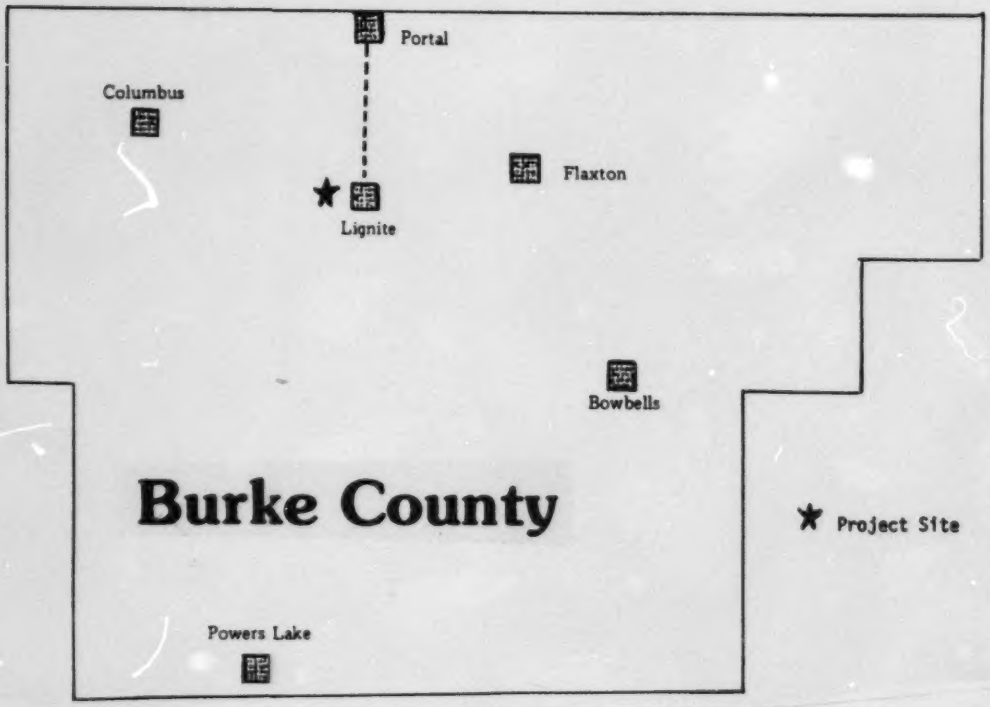
> "Children are said to have special learning disabilities when they have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect function in listening, thinking, speaking, reading, writing, spelling, or doing mathematical calculations. Such disorders include conditions described as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia but do not include those with learning problems primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance or of environmental disadvantage."

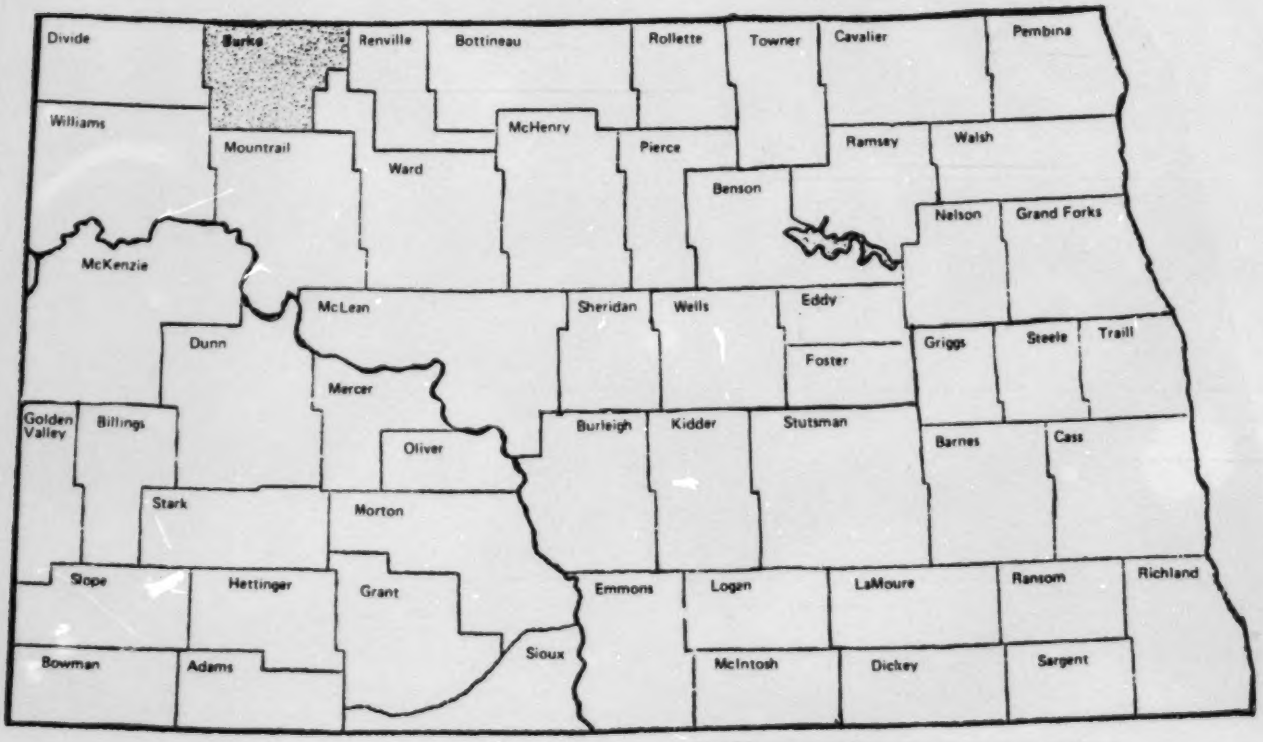
Target Audience: Originally validated for students having SLD in a 1-8 program; now operates as a K-12 program.

Staff Requirements: Program implemented by classroom teachers with specialized support from SLD personnel using the project training kit.

Context: Burke County is a sparsely populated area in Northwest North Dakota noted primarily for small grain farming, ranching and some limited oil and coal development. There are no other major industries. The Lignite School is the project resource center and serves four other school districts: Powers Lake, Columbus, Flaxton, and Bowbells. These communities range in population from less than 100 to approximately 600 and are located within a 20 mile radius of Lignite. Burke County is approximately 90 miles from the nearest major city (Minot) where specialized agency resource help is available.

There were approximately 700 students enrolled in the five schools. Prior to the project these students lacked all special services. Because of geographical isolation there was a degree of cultural isolation and lack of cultural opportunities.





North Dakota

Chapter 2

PROGRAM CHARACTERISTICS:

Philosophy: It has been reported that the major determinant of school success or failure is the nature of the interaction of the child and program characteristics. Because NWSE believes that many solutions for teaching problems lie within the student himself, we believe that careful observation of the student involved in a variety of tasks will reveal how he learns and therefore will suggest ways of 'how and what' to teach.

What is NWSE?

NWSE is a project that provides services for students having Specific Learning Disabilities (SLD) while providing the classroom teacher with a format for increasing teaching effectiveness by developing the following skills:

systematic observation
administer and interpret informal tests
determine appropriate educational objectives
develop personalized instructional programs
do personalized instruction
teaming

The teacher becomes a 'creator of' rather than a 'dispenser of' curricula.

The emphasis of the experience is on team planning in order to develop individualized educational programs. Specific Learning Disabilities teachers are required to serve as team coordinators and as consultants and resource personnel for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach is crucial for student and teacher growth.

Implementation: Project NWSE provides a framework which describes a process for personalizing instruction. The critical elements of the process are assessment, programming, and evaluation. A training handbook is available that provides the manual and forms needed for implementing the NWSE process.

The set of procedures in the process provides data that is uniform and relevant which facilitates consultive and teaming roles.

The assessment component is the most critical skill of the process. The basic purpose of the testing is to determine what the student knows, what he does not know, and to attempt to discover by what private logic he learns.

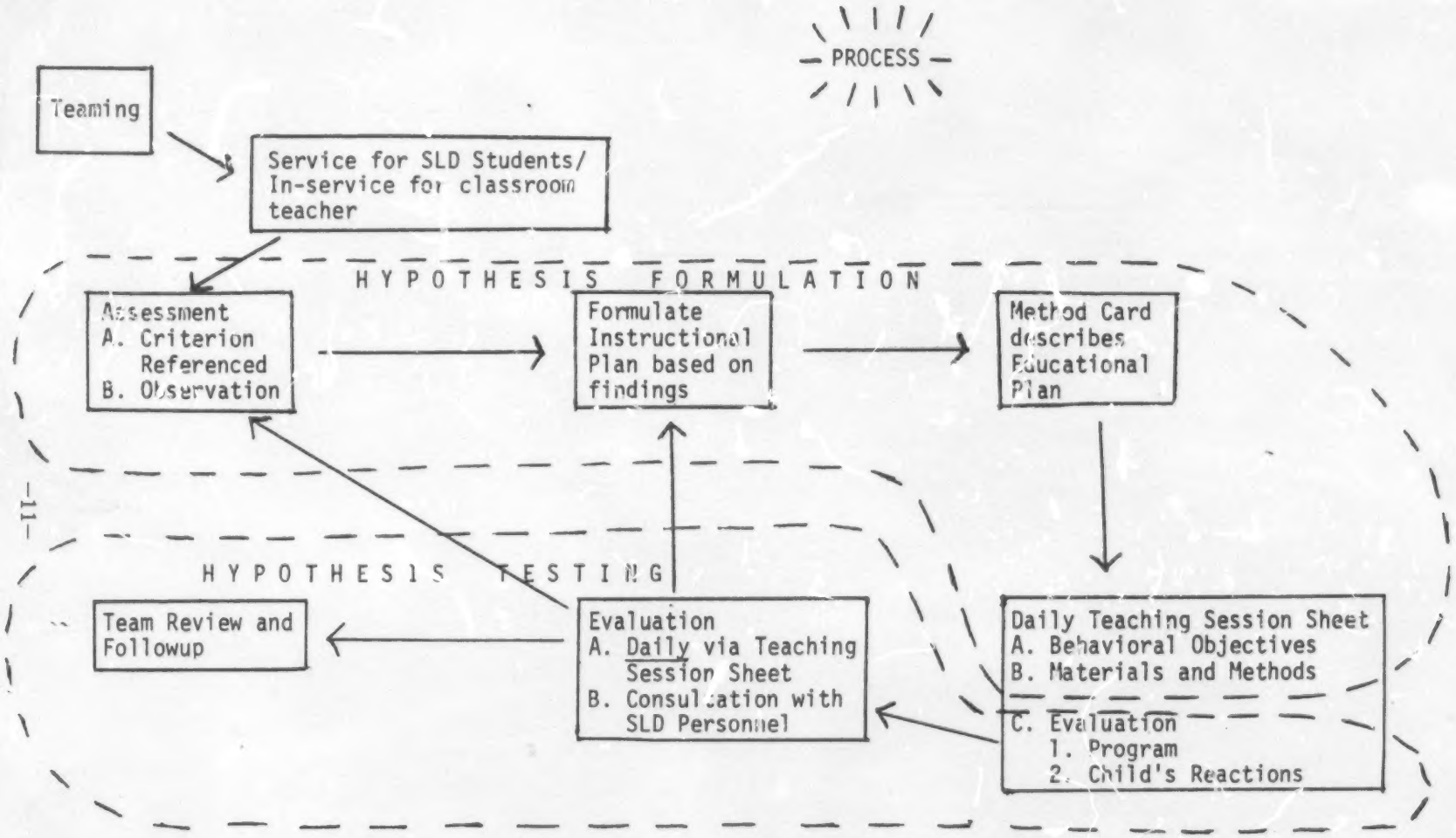
Individually administered criterion-referenced testing for instructional purposes is the key of the model with an emphasis on qualitative analysis of data. The qualitative analysis is especially important and is instrumental in 'sharpening up' observational skills. Quantitative measurement is used to determine pre-post learner change.

The diagnostic information is translated into instruction by roughing out a plan through the use of terminal objectives for a unit, several weeks, or even a year. Terminal objectives provide an idea of subject matter to be taught and skills to be developed and give form to the educational intent. The terminal objectives are the preliminary form to demonstrate a solution to previously determined needs.

The teacher transcribes her plan into instruction by setting down a blueprint of 'what am I going to teach tomorrow.' The blueprint includes a detailed outline of behaviors expected of the student, and intent of the activities, materials and methods to be implemented by the teacher. The limits of student behavior are specified (objectives) and become the means by which sessions are evaluated and reported following the instructional period. The NWSE Teaching Session Sheet is used for developing the instructional blueprint. The scope and sequence of the instructional material and method is written on a 5 x 8 card which is called NWSE Method Card. The card describes the creation of the material as it evolved in response to the student's needs.

The use of the NWSE format serves as a starting point for in-service training. The requirement of specificity in assessment, instruction and evaluation enables the teacher to be trained while providing services to the student. It is anticipated that the degree of involvement initially required to implement the process will decrease as the teacher acquires the necessary skills.

The systematic gathering of specific information will enable the teacher to function well with support personnel and parents in cooperatively planning an Individualized Educational Program (IEP). The classroom teacher has the most sustained contacts with the student and, consequently, has opportunities for tremendous instructional impact.



NWSE Program

nwse

NORTHWEST SPECIAL EDUCATION

HAPPINESS IS A PLAN THAT WORKS!

Chapter 3

ADOPTION INFORMATION:

(See Appendix A for Adoption Criteria and Forms)

Implementation Requirements: Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment should be demonstrated by the following: needs assessment; time for staff development; budgeting of funds for materials and travel. The program may be implemented by classroom teachers with specialized support from special education personnel. Facilities and space found in schools will be adequate. Staff training is considered necessary both prior to and during implementation, with follow-up and monitoring activities. The program can be adopted by an individual teacher.

Financial Requirements: NWSE Training Handbook ($20, may be reproduced) one per adopter. Staffing and facilities found at school site generally adequate. Staff training (2-3 days) and follow-up (2 days) with travel and per diem costs for trainer, and staff release time. Five commonly used commercial tests are needed; cost for all is about $20, if not available on site.

Services Available: This project is a NDN-funded Developer/Demonstrator project. The materials are: brochures, project descriptive booklets, and training handbooks. Two or three-day implementation training is provided and evaluated by project staff with follow-up and monitoring activities. Visitation at the demonstration site is available. Technical assistance is available upon request.

Contact: Joan Bonsness, Project Director, Northwest Special Education, Box 585, Lignite, ND 58752. Phone (701) 933-2532.

Northwest
special
education

Appendix A

ADOPTION

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NWSE: Local Adoption Plan

NWSE: Local Adoption Plan: What constitutes an adoption of the NWSE process? When one teacher, in conjunction with the specialized consultant-supervisor, implements the NWSE process according to procedures with one student for tutorial activities for a minimum of six weeks in multiple sessions for one hour, or more, per week, adoption has occurred in that school.

The adoption commitment includes agreeing to submit the collected data on the forms provided and to include the Method Card which describes the cirriculum that was developed to NWSE.

The materials to be mailed to NWSE after the procedures are completed include:

Composite Assessment Sheets
Individual or Group Data Collection Sheets
Method Card(s)

The mailing address is:

Northwest Special Education
Burke Central School
Box 585
Lignite, ND 58752
Phone: (701) 933-2532

DEADLINE FOR MAILING: Approximately six (6) weeks before school is out.

Materials Needed for NWSE Adoption

Classroom Reading Inventory,* Silvaroli, N. J., 1976, Wm. C. Brown Co., Dubuque, Iowa 52001 (Manual $3.95)

Key Math, Connolly, A. J., Ed. D., Nachtman, Wm., Ed. D., and Pritchett, E. M., Ed. D., 1971. American Guidance Service, Circle Pines, MN 55014 (Test Kit with 25 forms $21.00)

The Pupil Rating Scale: Screening for Learning Disabilities. Myklebust, H. R., Grune and Stratton, Inc., New York, NY 10003, 1971. (Manual and Forms approximately $10.00)

Screening Tests to be Used by the Classroom Teacher, Wold, R. N., O.D., Academic Therapy Publications, San Rafael, Ca. 94901. ($2.50)

Wide Range Achievement Test (WRAT), Jastak, J. F., Bijoi, S. C., and Jastak, S. R., 1965. Guidance Associates, Wilmington, Del. 19800 (Manual approximately $5.00; 50 forms $5.70)

*Note: Adopter must reproduce student forms from one section (A, B, or C) for pre and post testing.

NWSE Materials and Services Available

D/D		ADOPTER STEPS
SPREAD:	Brochure	
	Project Overview	
	Awareness Presentation	
EXCHANGE:		
CHOICE:	Visit to D/D	1. Letter, phone or personal
	(Optional)	contact
		2. File intent
IMPLEMENTATION:	Training (2-3 days)	3. Agreement
	at adopter site.	
	NWSE Training Handbook	
	Monitor and Follow-up	
Evaluate		
Report		4. Report
	Install as Demonstration	
	site (Optional)	

NWSE Materials Cost

Primary Awareness:	
NWSE Brochure	No Cost
NWSE Project Overview	No Cost
Secondary Awareness:	
NWSE Training Handbook	$20.00
Other:	
USOE Dissemination Review Panel Report (available on request)	$ 1.00
NWSE: A Model for Helping Students with Learning Disabilities (27 pages) (1971-1974)	$ 3.00

Letter of Intent

Letter of Intent: The adopter is asked to file a letter of intent with the D/D project NWSE. The letter is a simple statement of the fact that you wish to explore adoption proceedings toward a decision to adopt. Administrative commitment should be demonstrated by the following: 1) Evidence of completed needs assessment (requires availability of SLD personnel at your site); 2) Involvement of instructional personnel in decision to adopt; 3) Provision of release time for staff development; 4) Budgeting of funds: a) materials, b) travel of key personnel to the D/D site, and/or alternative training options at adoption sites.

Who may adopt? An adoption may occur in public and non-public settings that seek to serve SLD students through individualized instruction.

Inservice Agreement

Inservice Agreement: The inservice agreement is a contractual agreement in which the adopter and the D/D project mutually decide upon implementation options. The adopter commitment includes release time for staff development and budgeting of funds. The D/D provides training, follow-up and monitoring activities.

Adoption Agreement

Adoption Agreement: The adoption agreement is the follow-through decision to adopt. It is possible that not all of those who submit a letter of intent will adopt. There may be trial or unsuccessful adoptions.

The follow-through decision to adopt means there is a staff commitment to individually adminster the NWSE PROCESS for one SLD student for a six week period for a minimum of one hour per week in multiple sessions. The instructional program is supervised by SLD teachers who provide in-service and on-going consultation.

NWSE: Adoption Agreement

Adopting Institution _____ Adoption State _____

Address _____ Public _____

_____ Non-Public _____

Date _____

ADOPTION PARTICIPANTS:

Administrator _____ Position _____

Resource Person _____ Position _____

Teacher _____ Position _____

Other _____ Position _____

1. Summary statement of needs assessment:
   a. Procedures used in needs assessment:
   b. Findings of needs assessment:
2. Instructional personnel were involved in the decision to adopt. Yes ____ No ____

   How did you find out about the project:

   ____Awareness Conference: D/D Site ____ Adopter site ____.

   ____Mailing: Brochure ____ Project Overview ____

   ____Training Kit: With Project Trainer ____ Without Trainer ____
3. Has the provision for released staff time been established? Yes ____ No. ____

   What are the provisions of the mutual agreement?

   Staff Training: Prior to Implementation ____ During Implementation ____ Monitoring ____
4. Have funds been budgeted for: (Explain conditions)

   adoption purposes? _____

   materials? _____

   travel? _____

   Key personnel to D/D site? _____

   D/D personnel to adoption site? _____
5. Describe workshop options and conditions to be arranged by project staff and adopter. ____

   _____

   _____

Return to: Joan Bonsness, Project Director
Northwest Special Education
Lignite, North Dakota 58752

NORTHWEST SPECIAL EDUCATION PROJECT

Training Session Agenda

TRAINER: Mrs. Joan Bonsness, NWSE Project Director, Lignite, ND 58752
RE: Three day adoption training session

Day One
(SLD Personnel)

8:45 - 9:00	Registration and Pre-test
9:00 - 10:30	Project Overview; Implications of PL 94-142; Adoption proceedings
10:30 - 10:45	Coffee Break
10:45 - 12:00	You in a Consultant Role
12:00 - 1:00	Lunch
1:00 - 2:30	The "IEP"
2:30 - 2:45	Coffee Break
2:45 - 3:30	Brainstorming

Day Two
(SLD Personnel and Teachers)

8:45 - 9:00	Pre-test (Classroom Teachers)
9:00 - 10:30	Orientation to NWSE and A Look at "Adelman"
10:30 - 10:45	Coffee Break
10:45 - 12:00	Step-By-Step NWSE
12:00 - 1:00	Lunch
1:00 - 2:30	Instructional Programming
2:30 - 2:45	Coffee Break
2:45 - 3:30	Materials and Methods

Day Three
(SLD Personnel and Teachers)

9:00 - 10:30	More Materials and Methods
10:30 - 10:45	Coffee Break
10:45 - 12:00	Review of Published Materials in the field of LD (Distar, Goodman's Reading Miscue Inventory, Structured Math and Others)
12:00 - 1:00	Lunch
1:00 - 2:30	Evaluation of NWSE and of Consultative Process
2:30 - 2:45	Coffee Break
2:45 - 3:30	Concerns of Participants and Trainer
3:30	Post-test

nwse
NORTHWEST SPECIAL EDUCATION

CERTIFICATE OF TRAINING

This is to certify that _____

of _____ attended an inservice

training session on _____

for the NATIONAL DIFFUSION NETWORK PROGRAM,
NORTHWEST SPECIAL EDUCATION.

_____

Joan Bonsness
PROJECT DIRECTOR

NORTHWEST SPECIAL EDUCATION
Lignite, ND
Phone (701) 933-2532

Your Implementation Plan

NAME _____ SCHOOL _____

1. When do you plan to start using the NWSE process?

2. List the parts of the program you will be using.

3. Briefly describe the student you will serve with the program.

4. How will you use this program in your school situation?

5. Do you foresee any problems in using the program's curriculum or technique? (If YES, please explain)

6 What type of aid will you be seeking and from whom to help you with your implementation plans?

Check List

Adoption/Adaption agency _____ Date _____

What constitutes an adoption of NWSE process?

When one teacher, in conjunction with the specialized consultant-supervisor, implements the NWSE process according to procedures (see Tests and Forms Section, training manual) with one student for personalized instruction for a minimum of 6 weeks in multiple sessions for one hour, or more, per week, adoption has occurred in that school. The commitment includes agreeing to submit the collected data and a method card for each student served.

Check List to Measure Program Fidelity

_____ 1. Record of teacher/LD teacher conferences in serving students via NWSE process.

_____ 2. Completed NWSE test(s) for one student. Qualitative as well as quantitative data will be recorded pre/post.

_____ 3. Evidence of daily plan sheets for each student.

_____ 4. Evidence of method card (describes the student 'kit' being developed).

_____ 5. Agreement to submit the collected data (on forms provided) and the method card to NWSE.

Spin-off Behaviors Indicating A Quality Adoption

_____ 1. Teachers make appropriate and specific referrals.

_____ 2. Teacher assumes role in team staffings with increase in ability to provide specific diagnostic information backed by data on an on-going basis.

_____ 3. Target student makes progress.

_____ 4. Teacher becomes more effective with other learners (minimum: one instance of personalizing curriculum in a specific way through observation and criterion referenced testing).

_____ 5. Teacher able to describe classroom component in the delivery of service to LD student and recognizes the relevance of the in-class programming in the spectrum of services outlined in the cooperatively determined Individual Education Program, (IEP) (PL 94-142).

BIBLIOGRAPHY AND COST* OF TESTS FOR NWSE ADOPTION

1. Classroom Reading Inventory, Silvaroli, N.J., 1976. Wm. C. Brown Co., Dubuque, Iowa 52001 ($3.95)

2. Key Math, Connolly, A. J., Ed. D., Nachtman, Wm., Ed. D., and Pritchett, E. M., Ed. D., 1971. American Guidance Service, Circle Pines, Mn 55014 (Test Kit with 25 forms $21.00)

3. Screening Tests to be Used by the Classroom Teacher, Wold, R. N., O. D. Academic Therapy Publications, San Rafael, Ca 94901 ($2.50)

4. Wide Range Achievement Test (WRAT), Jastak, J. F., Bijou, S. C., and Jastak, S. R., 1965. Guidance Associates, Wilmington, Del. 19800 (Manual approximately $5.00; 50 forms $5.70)

ADDITIONAL TESTS PROVIDED IN NWSE TRAINING HANDBOOK:

NWSE: Dolch Word Lists, compiled from the Dolch Basic Sight Vocabulary, Garrard Press, Champaign, Ill 61882.

NWSE: Informal CVC Reading and CVC Spelling Tests, developed by Northwest Special Education, Lignite, ND 58752.

*NOTE: Prices listed are provided only for rough cost estimation.

SUPPLEMENTARY BIBLIOGRAPHY

1. Developmental Sequences of Perceptual-Motor Tasks Movement Activities for Neurologically Handicapped and Retarded Children and Youth. Cratty, B. J., Ed. D. Peek Publications, Box 11065, Palo Alto, Ca 94306.

2. An Inventory of Primary Skills, Valett, R.E., Ed. D, Fearon Publishers Inc., Belmont, Ca.

3. Mental Development Check List, Hartlage, Dr. L. C., and Lucas, D., available from Northwest Special Education, Lignite, ND 58752

4. The Pupil Rating Scale: Screening for Learning Disabilities. Myklebust, H. R., Grune and Stratton, Inc., New York, NY 10003, 1971.